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This paper examines current program efforts at the University of California, Los Angeles, which are designed to meet the needs of minority students, particularly Negroes and Mexican-Americans. Recruitment of these groups, traditionally barred from regular college admission, has been pursued with the help of minority students who go into the community to provide a peer group setting in which to tell the story of the University. A High Potential Program, initiated with selected culturally-deprived freshmen on a ten-to-one student-teacher ratio, is designed to ease the students into regular University courses at a rate comfortable for each student. Financial assistance is provided to students, student aides, and recruiters. Programs of this nature point up the need for a different type of academic personnel--one who can establish deep and genuine relations with people. (CJ)

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RECRUITMENT, ACADEMIC SUPPORT, FINANCIAL AID, AND SOME INTERRELATED CONSIDERATIONS

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INTRODUCTION

In this day and age, a society that supports and advocates democracy cannot afford to ignore the needs of the people of that society. If it does, it will become irrelevant, be by-passed or be subject to change by the people themselves. The University is an institution that must consider how to become a more effective force for change and hence survive in the present-day world. I believe we must change, and help change the several systems of education, or we cannot provide truly en masse education. By en masse education I mean every man, woman and child should have an opportunity, at all levels of the educational system, of becoming what he is capable of becoming. This is a large task for an institution that has in the past shown little ability to be flexible and grow with society. In fact, we have exported much more change than we have experienced internally in the University. Indeed, it is clear that the University has not responded to the needs of all peoples in our society - the Black, the Mexican-American, the American Indian - and a great many of the poor in our society have not been served in the manner they could be served by an institution which has as much to give as the University.

The objective of this paper is twofold in nature. First, it provides insight into our current program efforts at UCLA. Secondly, it illustrates throughout the discussion how recruitment, counseling, admissions and academic programming can be interrelated.

PROGRAMS

I think it is useful at the outset to point out that we in the University have gone through much of the soul searching experience that the rest of society is going through. We have had our poverty programs, and we have our programs to give special attention to problems of minority students. As some of the students suggest, we have engaged in a bit of tokenism. As a first step toward developing creative programs, we had to develop a different basis for our programs.

Rather than start with what is feasible, we started with the needs of our students as people. We viewed them as coming from different cultures, cultures which have positive values for the American way of life, and we addressed ourselves to providing educations that will help them operate in their world or in the world in which they desire to live, whatever the case may be. We saw our task as one of extending University support to the Black and Mexican-American communities of California. For example, we felt it essential to relate and understand what the Black people are saying about their educational needs and attempt to make the University more accessible and responsive at this particular stage of our growth as a university.

During the summer of 1968, we began planning our present programs with a new type of student involvement. We recognized that in our institution students from the minority communities wanted to be involved in making the University a resource to their communities. So we turned some roles upside down. Students were made chairmen of of task forces to look at problems that affected their communities

and to make suggestions about how we might go about finding some solutions. Faculty and administration served in advisory roles. We were there to work with the students. It is interesting to note that without the "experience" that we have traditionally referred to for making decisions and examining curricula, etc., many of our students made outstanding contributions. As groups, the Black and Mexican-American students had the feel - they understood what had to be done, they brought this insight into the committees, they began to look at our institutions and what was possible, and they came up with some very interesting proposals.

College Commitment

Of the programs that have come about as a result of the summer planning, the first that comes to mind is a program called "College Commitment." In recruiting students for the University, we have made certain gross assumptions in the past about what the University can offer to be attractive to students as a place in which to spend an important segment of their lives. We generally stress jobs, security, and bright futures for our students. This is a drawing card for many students that seek entry into the University. The College Commitment program, however, is directed toward the Black and Mexican-American communities. The values of those communities do not stress the importance of what has traditionally been offered as a payoff for coming to college. Students don't believe that they can get the good jobs we talk about; they don't believe that there is security in getting a college education; and they don't believe that their futures will be bright as a result of going to college. So what is it that must be done to make the University accessible and more

easily viewed as a resource for learning and a place where students in the Black and Mexican-American communities can aspire to go? The College Commitment program stresses what I like to call "longitudinal recruitment." Many of our students go out into the community and stress, at the 9th and 10th grade level, the importance of getting an education, the importance of coming to the University and then returning to their communities to make contributions with the knowledge they are able to acquire at the University. The program places a premium on being Black and Brown and on the importance of contributing to the revolution in their communities. The University students serve as junior counselors, and they attempt to work with the high school students over a period of three or four years in order not only to stress the importance of going to college but also to provide some of the support - the tutorial and advisory functions - that can be performed to encourage students to consider the University a place to come.

Teen Opportunity Centers

Another result of the summer effort was the development of what we call the Teen Opportunity Centers. UCLA has developed two such centers which are also being used for recruitment. The Teen Opportunity Centers differ from the more traditional recruitment efforts in that there is an attempt on the part of the students to reach many very creative, imaginative and able students who have, for one reason or another, dropped out of high schools or are not performing in the manner that is generally expected. The Teen Opportunities Centers are a way of providing a peer group setting in which to tell the story of the University. They also provide an opportunity for

students to help students. The recruitment, however, doesn't stop there. We look for students, we bring them into the University, and we attempt - once those students get into the University - to provide the kind of academic background and support that is necessary.

Both the Teen Opportunity Centers and the College Commitment Program are short-run, very limited kinds of solutions and are no substitute for having well-thought out ways of providing opportunities for students to enter into the University. Admissions represents the basic problem that must be dealt with in the University today. The University of California has used, more than any other system, a set of admissions criteria that eliminates 90% of the Black and Mexican-American students that are normally contacted. Even if a student is able to make the required 3.0, or B, average, he has to get past the College Boards. I won't go into the aspect of the College Boards - what they say and what they don't say. But we must find ways to admit Black and Mexican-American students on the basis of what is considered important in their cultures. We'll have to look at them as individuals and in terms of their motivations, recommendations, and qualifications as viewed within the context of their environment. Sure, we want a student that can pass. There is a good deal of evidence that students who have had successful education experiences in high school are also successful as college students. However, past success in the classroom should not be a binding constraint. We must broaden admissions criteria.

<u>High Potential Program</u>

A good example of how you can broaden the admissions criteria is being tested in the High Potential Program. By "high potential" we

mean that we are working with students with the highest potential for growth, given their present circumstances and capabilities. This is a very interesting and challenging program for the University.

The basic philosophy of the program suggests that the success of Brown and Black students is related in a major way to the ability of the student to grasp the reality of the University. This entails for most of the students building from the reality from which they came, being sensitive to the positive values of their culture, and being creative enough to relate the positive aspects of their culture to the implied culture of the University.

The 100 students served by the program are from low-income Black and Mexican-American families. About one third of the Mexican-American students do not have high school diplomas; about one third of the students are female; and the average age is slightly over 20 years, with one sixth of the students married.

The teaching staff was hired by the University as instruction specialists with the main qualification being one of experience in depth with the Mexican-American and Black communities. The teachers themselves have to be positive about these communities as they exist today - they have to transmit a feeling of confidence to the students through identification. The student-teacher ratio is 10:1, with five Black and five Mexican-American teachers.

Along with the teachers, a total of 30 teaching aides from the Black Students' Union (BSU) and the United Mexican American Students (UMAS), student activist groups on UCLA's campus, were hired. The teacher aides provide a "buddy" system for the students - serving as tutors, library aides, counselors, etc. As a group they represent an integral part of the program.

The curriculum for the program is designed to assist the student develop self-assurance and substantive skills in three phases. In the first phase, the students are enrolled in special courses developed by the High Potential staff. They continue in such courses until the staff feels the student is prepared to move into regular courses, either as auditors or regularly enrolled students. In the second stage, students may be enrolled in one or two University courses with tutorial and counseling support while at the same time taking one or two of the special courses under the High Potential staff. In the third and final stage, the student is phased completely into regular University courses with full counseling and tutorial support.

There are no time limits in terms of having to spend a fixed period in any particular phase of the curriculum. Some students may be ready to take all University courses after a quarter of the special classes in High Potential. Others may not be ready to take a University course for credit until the third quarter of the academic year. The essential feature of the academic program is one of differentiating the transitional efforts to meet the growth of the student.

Overall, the program offers an interesting attempt to develop the type of "transitional" or "fifth year" program that is essential in getting some of our students prepared emotionally and intellectually to succeed in the world of the University. How successful is the program?

As of the beginning of the second quarter, the following distribution of students existed in the three phases:

PHASE I (All High Potential Classes)	PHASE II (At Least One Regular Univ. Course)	PHASE III (All Regular University Courses)
18	73	2

Of the 73 taking at least one regular University course, 31 are taking two regular courses. Not included are at least five students who are under review as possible drop-outs or dismissals.

SUPPORT

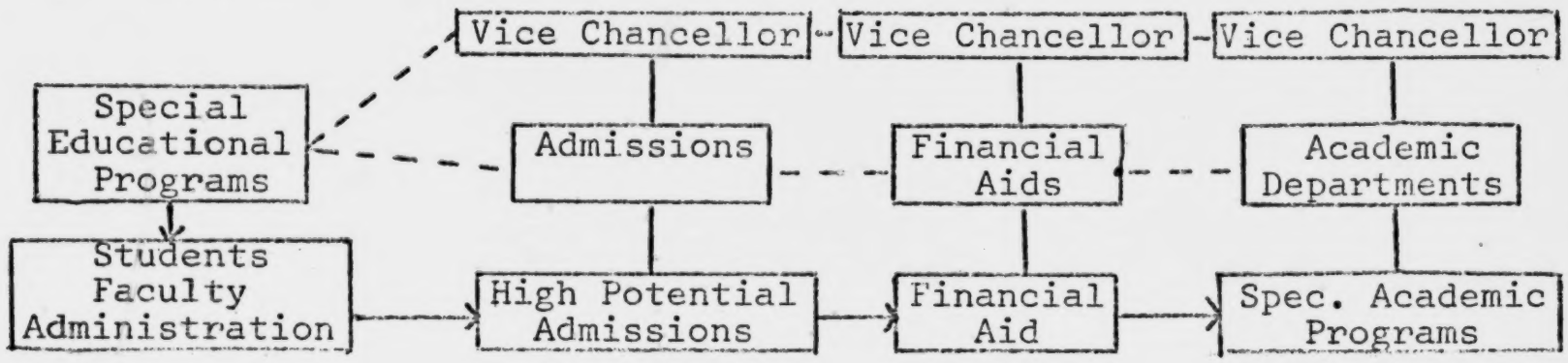
In all three programs - the Teen Opportunity Centers, College Commitment, and High Potential - student support has been provided at a reasonably high level. Teaching aides are paid $3.00 per hour for about 10 hours of work per week. Counselors and recruiters are paid $2.79 per hour. The students enrolled in High Potential, however, are not allowed to work. We provided grants at the level of $1,700 per student with an additional $500 in loans for students in need of such funds. In general, UCLA spends approximately $1.5 million for student support in special education programs.

INTERRELATED CONSIDERATIONS

The contributions of programs such as "High Potential" or "SEEK" may be more basic for organizational processes and structure than academic change per se. Much of the current turmoil in our universities stems from the failure of current organizational structure. Admissions is generally separated from programming of academic effort. Moreover, the role of the students as active participants in either admissions or academic programming is not understood or creatively approached.

Essentially, the new programs require a flow organization designed to stimulate involvement while the existing organization is designed to promote areas of specialized competence (e.g., departmental autonomy). The "High Potential" type program illustrates how UCLA may move toward a flow organization.

COORDINATION



We are learning how to develop problem-solving coalitions to handle the interrelated progrmas of financial aid, admissions and special academic programs.

Finally, because of the interrelatedness of the several functions - counseling, recruitment and teaching - there is the need for a different type of academic personnel. Academics in special education personify diversity, the ability to establish wide and encompassing relations with people. The personnel of special education programs may be the forerunners of the type of generalist so sorely needed in undergraduate education.